

## SOCY 2091-001: Special Topics

### Sociological Perspectives on Migration: Gender, Race, and the State

Tues Thurs 9:30-10:45 a.m. Economics (ECON) 117

### Spring 2014 Course Syllabus

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#### **Course Overview:**

Historically, the movement of people from one place to another has influenced societies at various levels. This course will take an international, interdisciplinary approach to examine the issues of gender and race in the context of migration. The role of the State in shaping patterns and experiences of migration will also be examined.

#### **Required Texts/Materials:**

Kivisto, Peter and Thomas Faist. 2010. *Beyond a Border: The Causes and Consequences of Temporary Immigration*. Pine Forge Press. ISBN: 978-1-4129-2495-5

Hondagneu-Sotelo, Pierrette. (Ed.) 2003. *Gender and U.S. Immigration: Contemporary Trends*. University of California Press. ISBN: 0-520-23739-0

#### **Desire2Learn (D2L):**

We will be using D2L for nearly all aspects of this class. I will use D2L on a frequent basis to post announcements, documents, and important information, thus all students will be expected to check our course site on a daily basis to remain informed and aware of this content. For access, go to <https://learn.colorado.edu/>. You should automatically be granted access to the D2L component of the class if you are officially enrolled in the course. If you have problems with D2L, please see: <http://oit.colorado.edu/d2l> and/or contact Information Technology Services (ITS) at (303) 735-HELP or [help@colorado.edu](mailto:help@colorado.edu).

You can find news posts, announcements, readings and an electronic copy of the syllabus on D2L. I will also use D2L to post reading reflection grades and feedback. Unless otherwise indicated, you will need to turn in all class assignments via D2L's Dropbox.

**\*All assignment files (essays, reflections, etc.) uploaded to D2L MUST be in a compatible .doc or .pdf file extension. Please be aware that other file types (e.g., .pages files created on Macs) tend to be incompatible with D2L and I will not accept late work based on submitting an incompatible file type.**

**Twitter:**

In order to engage with social media technologies to aid in our learning, we will be using Twitter on a regular basis. Twitter will serve as a general tool to facilitate the sharing of ideas and information pertaining to our course. In addition, 10% of your overall course grade will be based on weekly assignments that will necessitate the use of Twitter.

Each student will be required to possess a Twitter account and be able to use Twitter in order to satisfy certain course requirements. I have created a Twitter tutorial document on D2L and this will serve as a quick-start guide for those unfamiliar with Twitter. If you are unfamiliar with Twitter and need help setting up an account, please communicate with me directly and I will be happy to assist you. If you already have a personal Twitter account, it may be useful to set up a separate account to use specifically for the purpose of our class if you would not like to associate your personal account and its tweets with our class.

By the end of the second week, I will need all students to provide me with the Twitter username they will use for the class. In addition, by the beginning of week two you will be required to follow the instructor's Twitter account, **@LePreeSOCY**. We will employ the general hashtag **#SOCY2091** in all of our posts for our class discussions and content, which identifies the tweeted content as pertaining in general to our class. In addition, a second and more specific tag will be added to identify the topic/reading/assignment to which the specific tweet refers. Please see the section on participation below for more detail, as well as the document titled "Twitter Instructions" in our D2L content browser.

**Grading and Assessment:**

Your overall grade will be based on participation, an individual project on migration, two short answer exams (a midterm and a final), and two topical essays (see below for more detail):

<b><i>Participation:</i></b>	<b><i>20% of final grade</i></b>
<b><i>Migration Project:</i></b>	<b><i>20% of final grade</i></b>
<b><i>Short Answer Exams:</i></b>	<b><i>30% of final grade</i></b>
<b><i>Take-Home Essays:</i></b>	<b><i>30% of final grade</i></b>

***Participation: 20% (10% Twitter; 10% Attendance and Interactive Participation)***

One-fifth of your overall grade will be determined by your level of participation in our class, both in and out of the classroom. Of this, 10% will be comprised of the classwork and assignments that you conduct via Twitter. Additionally, 10% will come from your daily attendance and interactive participation in the classroom. Due to the relatively small size of our class this semester, I feel strongly that consistent attendance by students will be integral to the learning environment that is constructed in our classroom. **Thus, attendance is mandatory for our class and each student will be allowed a total of two (2) excused absences during the semester without penalty.** Otherwise, an excused absence must relate to one of the following circumstances: A) major health emergencies with official documentation; B) jury duty, court appearances, or other documented legal proceedings; or C) university-sanctioned events for which students are excused at the institutional level (such as student-athlete competitions). Any absences in excess of those which are excused will incur a five percent deduction from your participation grade, i.e. one percent of your overall course grade.

**Migration Project: 20%**

Throughout the semester, each student will work individually on a project related to the process of “the social construction of migration”. For this project, you will first choose a specific nation-state as well as a temporal period for the purpose of your research. For example, you may decide you would like to do your project on “The Representation of African Immigrants in Italy during the 21<sup>st</sup> Century”, or instead to study “The Influence of Scientific Racism in the Making of the U.S. Johnson-Reed Immigration Act of 1924”. Then, you will conduct outside research in order to produce a multimedia presentation about your chosen topic. More detailed information about this project will be made available on D2L throughout the semester.

**Two Short Answer Exams: 30% (15% each)**

Two short answer exams will be given in-class during the semester; one during week 7 which will cover the first half of the course materials, and a second exam during week 14 which will cover the second half of the course materials. Each exam will pose 5-10 short answer questions, and you will be given an entire class period (75 minutes) to complete the exam. More detailed information about these exams will be made available one week prior to the exam date, along with a study guide to help you prepare.

**Three Take-home Topical Essays: 30% (10% each)**

Thirty percent of your grade will be determined by your performance on three, 3-5 page essays (*minimum* 1000 words each; max word count 1500). All students will be required to complete the first two essays, and then will be able to choose between two topics for the third and final essay. The essay topics and due dates are as follows:

MANDATORY:

**Topic: Assimilation**

**Due Sunday, Feb 9 by 11:59 p.m.**

**Topic: The State**

**Due Sunday, Mar 9 by 11:59 p.m.**

CHOOSE ONE:

**Topic: Race**

**Due Sunday, Apr 6 by 11:59 p.m.**

**Topic: Gender**

**Due Sunday, May 4 by 11:59 p.m.**

To be eligible for full credit, submit these essays to the appropriate D2L dropbox prior to the due date listed above. Unexcused late work will be accepted with a penalty of one letter grade (10%) per day; i.e. if you submit an essay at any time the following Tuesday your essay will be docked 20% of the overall possible total. Essay prompts will be posted to D2L approximately 7-10 days before the due date.

**Classroom Expectations/ Learning Environment**

- **Laptops and tablets are welcome in the classroom**, and it is highly recommended that you have your device with you in class on a regular basis. Due to the fact that much of our class will rely on access to the internet (D2L, Twitter, etc.) our daily in-class activities will often necessitate the use of your laptop, tablet, or comparable internet-ready device.
- **No cellphone use.** I know this is difficult to accept these days, but I take it personally if you are texting or checking your phone during our class. I may ask you to leave the classroom if I observe you repeatedly violating this norm. *Cellphones will only be permitted for use during class time for the purpose of a designated class function, such as tweeting discussion questions.*
- You are expected to bring your copy of the required texts to class each day that we are covering a particular book, article, or chapter.

- We will begin class on time each day and use the entire class period to discuss material. Arriving late or leaving early without prior approval affects the learning environment of the class as a whole and doing so will be reflected in your participation grade.
- Academic dishonesty will not be tolerated on any level. *Please know that a plagiarism detection tool will be used to review all of your written assignments for originality.* For definitions and University regulations regarding academic dishonesty, familiarize yourself with—and adhere to—the University Honor Code: [www.colorado.edu/academics/honorcode](http://www.colorado.edu/academics/honorcode) and the University's Policy on Classroom Behavior: [www.colorado.edu/policies/classbehavior.html](http://www.colorado.edu/policies/classbehavior.html).

The topic of migration/immigration is one which can evoke strong and emotional responses during discussions and debates surrounding our class. The ubiquity of immigration discourse and the salience of this issue in local and national politics creates a situation in which all of us likely have formed some feelings or opinions on this issue. I will demand that each and every person, including myself, respect the positions, views, and subjectivities of their classmates. Hateful, discriminatory, or insensitive remarks will not be tolerated on any level and may result in an embarrassing situation in which I will have to ask someone to dismiss themselves from the classroom. Please keep this in mind and always remain aware of how impactful our words can be.

### **Discrimination and Harassment**

The University of Colorado at Boulder policy on Discrimination and Harassment, the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships apply to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH, the above referenced policies and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://www.colorado.edu/odh>.

### **Disabilities/Accommodations**

If you qualify for accommodations due to disability, please let me know during the first two weeks of the semester. It is your responsibility to contact Disability Services and obtain documentation. The Disability Services Office is in Willard 322 and can be contacted at (303) 492-8671 or through <http://www.colorado.edu/disabilityservices>.

## Weekly Calendar of Topics and Readings

*All readings marked with an asterisk\* can be found in PDF format on D2L.*

**PLEASE RECALL THAT ESSAYS #1 and #2 ARE MANDATORY; CHOOSE TO WRITE EITHER ESSAY #3 or #4**

Class Dates	Topic and Readings	Assignments
<b>Week 1:</b> <b>Jan 14 &amp; 16</b>	<b>Introduction</b> 1. <i>Beyond a Border</i> : Pgs. 1-18 (stop at the heading "Labor in the Service of Capital")	<b>Set up Twitter account</b> <b>Follow @LePreeSOCY</b>
<b>Week 2:</b> <b>Jan 21 &amp; 23</b>	<b>Movement: Theories of Migration</b> 1. <i>Beyond a Border</i> : Pgs. 18-84 2. Sassen 2007 Ch. 5*	<b>Twitter #SOCY2091 #WK2</b>
<b>Week 3:</b> <b>Jan 28 &amp; 30</b>	<b>Settlement: Assimilation</b> 1. <i>Beyond a Border</i> : Pgs. 85-125 2. Perlmann and Waldinger 1997*	<b>Twitter #SOCY2091 #WK3</b>
<b>Week 4:</b> <b>Feb 4 &amp; 6</b>	<b>Settlement: The Assimilation Debate</b> 1. Haller, Portes, and Lynch 2011* 2. Alba, Kasinitz, and Waters 2011* 3. Haller, Portes, and Lynch 2011 (rebuttal)*	<b>Twitter #SOCY2091 #WK4</b>  <b>Submit Essay #1 (Assimilation)</b> <b>Sunday, Feb 9 by 11:59 p.m.</b>
<b>Week 5:</b> <b>Feb 11 &amp; 13</b> <b>*CU Dialogues Feb 11*</b>	<b>Settlement:</b> <b>Transnationalism/Multiculturalism</b> 1. <i>Beyond a Border</i> : Pgs. 127-191 2. Nedelcu 2012*	<b>Twitter #SOCY2091 #WK5</b>
<b>Week 6:</b> <b>Feb 18 &amp; 20</b>	<b>Migration &amp; the State: Control</b> 1. <i>Beyond a Border</i> : 195-223 2. Castles and Miller 2013 Ch. 8*	<b>Twitter #SOCY2091 #WK6</b>
<b>Week 7:</b> <b>Feb 25 &amp; 27</b>	<b>Migration &amp; the State: Case Study</b> <b>The Bracero Program in the U.S. (1942-64)</b> 1. Calavita 2010 Ch. 3* 2. Ngai 2008 Ch. 4*	<b>Twitter #SOCY2091 #WK7</b>  <b>Short Answer Exam #1</b> <b>In-class Feb 27</b>
<b>Week 8:</b> <b>Mar 4 &amp; 6</b> <b>*ITP in-class Mar 4*</b>	<b>Migration &amp; the State: Citizenship and Belonging</b> 1. <i>Beyond a Border</i> : Pgs. 225-256 2. Gonzalez 2011* 3. Singer and Svajlenka 2013* (DACA Sheet)	<b>Twitter #SOCY2091 #WK8</b>  <b>Submit Essay #2 (The State)</b> <b>Sunday, Mar 9 by 11:59 p.m.</b>
<b>Week 9:</b> <b>Mar 11 &amp; 13</b>	<b>Migration &amp; Race: Introduction</b> 1. Brodtkin 2013* 2. Lee and Bean 2004* 3. Cobas, Duany, and Feagin 2009 (Intro)*	<b>Twitter #SOCY2091 #WK9</b>
<b>Week 10:</b> <b>Mar 18 &amp; 20</b>	<b>Migration &amp; Race: Identities on the Move</b> 1. Waters 2013* 2. Tuan 2013* 3. Roth 2012 Ch.1*	<b>Twitter #SOCY2091 #WK10</b>

<b>Mar 25 &amp; 27</b>	<b>SPRING BREAK, NO CLASSES</b>	<b>Enjoy your break!</b>
<b>Week 11: Apr 1 &amp; 3</b>	<b>Migration &amp; Race in the 21<sup>st</sup> Century U.S.</b> 1. Golash-Boza 2012 Ch. 3* 2. Selod and Embrick 2013*	<b>Twitter #SOCY2091 #WK11</b>  <b>Submit Essay #3 (Race)</b> <b>Sunday, Apr 6 by 11:59 p.m.</b>
<b>Week 12: Apr 8 &amp; 10</b> <i>*CWA for Apr 8 class*</i>	<b>Migration &amp; Gender: Introduction</b> 1. <i>Gender and U.S. Immigration</i> Ch.1 2. <i>Gender and U.S. Immigration</i> Ch. 6	<b>Twitter #SOCY2091 #WK12</b>
<b>Week 13: Apr 15 &amp; 17</b>	<b>Migration &amp; Gender: Identities on the Move</b> 1. <i>Gender and U.S. Immigration</i> Ch. 8 2. <i>Gender and U.S. Immigration</i> Ch. 9	<b>Twitter #SOCY2091 #WK13</b>
<b>Week 14: Apr 22 &amp; 24</b>	<b>Migration &amp; Gender: Sexuality</b> 1. Luibhéid 2002 Ch. 2* 2. Peña 2005* (queer migrations) 3. Arenas 2009*	<b>Twitter #SOCY2091 #WK14</b>  <b>Short Answer Exam #2</b> <b>In-class Apr 24</b>
<b>Week 15: Apr 29 &amp; May 1</b> <i>Tentative:</i> <i>*In-class debate Apr 29*</i>	<b>Migration &amp; the State: 2014 U.S. Legislation</b> 1. MPI Issue Brief 2013* 2. IPC Border Enforcement Brief 2013*	<b>Submit Essay #4 (Gender)</b> <b>Sunday, May 4 by 11:59 p.m.</b>

**\*I reserve the right to modify the above syllabus and schedule during the semester, and so it is each student's responsibility to stay aware of any announcements in class, on Twitter, and/or posted on D2L regarding changes.**